An innovative mechanisms to increase the effectiveness of independent education of future defectologists

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ABSTRACT

This article provides recommendations for the organization of methodological services based on innovative approaches that affect the quality of education in general and special education institutions.

Keywords: Speech therapist, "Transformed education", independent education, correctional education, professional ethics

I.Introduction

Today, in the context of virtualization of life activities and public communication, new approaches are being adapted to the needs of students of the XXI century. Recently, in the education system of advanced skills, the technology of "Transformed education" "Primary class" (this technology was used in this sense in the study) is widely used, this technology is a form of mixed education. The use of this technology is primarily associated with the change of times, the humanization of activities between student and teacher, creative freedom, the ability to make independent decisions. In addition, the regularity of economic and social changes encourages students to use forms and approaches to independent learning. Therefore, the teachers of higher education institutions need professional sensitivity in choosing the forms and methods of organizing educational activities that allow them to train quality personnel.

In Europe, hybrid or mixed learning technology, which combines elements of distance learning, electronic and Internet resources, digital technology, is widely used. In particular, in France, the technology of "Transformed Education" is used in the organization of classroom and extracurricular activities. The "Transformed Learning" method is based on the principles of problem-based learning and allows students to be fully involved in the process with great flexibility, resulting in the development of students' creativity, critical thinking and skills to work together to achieve goals. The most important aspect of the technology of "transformed learning" is the transfer of the educational process to the process of full or partial independent learning. The difference between this technology and other technologies is that the bulk of the training is done at home, while homework is done in a higher education institution. The house becomes a classroom and the classroom becomes a home.

N.V. Tikhonova explained the importance of using the technology of "Transformed Education" in higher education. [5] In his book On Transformed Learning, M. Lebren states: "Transformed learning is not a new method, but a new image of thinking, through which classroom work is optimized through extracurricular activities, in which the teacher's task is to encourage students to seek independent knowledge outside the classroom. To focus not only on searching for information, but also on analyzing the validity of that information. " [6]

In practice, in the organization of students' research activities, there were regular questions about the content, form and scientific context of the tools listed by them, their importance in space. It was also observed that stereotypes were formed in the minds of students that the scientific article "takes information from sources, translates it and creates a text in the appropriate sequence." We have formulated recommendations to improve the mechanism of systematic work with information in order to eliminate the factors that negatively affect the effective organization of student activities in the above-mentioned series of independent learning processes.

Teachers and future speech therapists need to implement ways to effectively organize their research activities and increase their motivation to work in the library. In this regard, we have recommended a system of rational actions in the library "Booklet". The purpose of the booklet is to achieve a systematic and useful implementation of the actions of teachers and students in the library. Booklet parts:

- A picture of the structure and activities of the information resource center;
- The structure and activities of the information technology center;
- The list of educational and methodical literature in the field;
-List of Internet addresses and sites related to the industry and related directions.

Among the social competencies required for teachers and future professionals of general and special education institutions are:

-communication;
-tolerance;
- self-analysis;
- self-expression;
-setting goals for the near and long term.

It is known that the listed competencies relate to socio-cultural competencies and are more specific to a particular area. That is, it is combined with specific aspects of pedagogical activity. Their development in teachers allows them to get

acquainted with professional values and is the basis for the effective implementation of professional activities in the context of socio-cultural dialogue.

We organized training of future speech therapists to design their activities in the following stages:

1. Motivational stage. The stage of mastering the knowledge necessary for the activity and effective acquisition of communication about the profession. At the same time, the task of setting a goal for the work to be done and predicting its implementation is also performed. This stage was interpreted as a stage of formation of skills and competencies according to its content and essence. Because educators were involved in finding, selecting, and using information in professional communication (with teachers, students, parents, and other relevant professionals). These are the components of teachers' professional competencies, which consist of communication elements.

2. Constructive stage. A plan of work is developed, which is supposed to be performed independently by teachers. The number of parts of the project is estimated. In addition, where the project, in the work to be performed, is performed, the tasks of job preparation are performed.

3. Correction stage. Preliminary analysis will be carried out to ensure that the work is being done properly. As a result, if it is necessary to change the work plan or general condition, appropriate additions will be made. Most importantly, determining how long it will take for these changes to take place is an important component. Because in practice it has become clear that students do not properly allocate the time spent on the preparation and presentation of the results of the work to be done during the period of independent activity. In order to prevent this situation, we have provided recommendations that allow educators to understand the importance of setting the time required to complete each task.

4. Reflex phase. At this stage, educators evaluate their own work and then present it to experts for analysis. The task of this stage is to complete the presentation of the project (by type) created by teachers.

The listed approaches have ensured the effective organization of teachers' activities in general and special education institutions. In particular, practitioners realized the need for appropriate distribution of work among teachers in the areas of methodological services "Methodological Cluster".

In conclusion, it is necessary to allow future speech therapists to create, to create favourable conditions for them to learn new things, to motivate them through various tests, and most importantly, to give them "... give me time, I will learn, I can do it." Should be answered as "labbay".

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